

2008-09
BLAINE HIGH SCHOOL
Band Program
Handbook

Directors:

Mr. Bruce Olson

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See BHS Band Website
for program details:
www.marchingbengals.org

MR. BRUCE OLSON BIO & GREETING

I have taught 20+ years at all levels of instrumental music. My roots are deep within the Anoka-Hennepin School District, as I am also a graduate of Blaine High School. I went on to complete my Bachelor of Music Degree in Music Education at Concordia College, in Moorhead, MN. I then taught six years in California, and also completed a Master of Music Degree in Trumpet Performance from CA State University, Northridge.

I enjoy playing my trumpet and have performed with such groups as: the “Dickens Brass” at Disneyland, the Tulare County Symphony in Tulare, CA, and the Lake Wobegone Brass Band in Anoka. I have also served as a director with the Continental Singers and Orchestra, and have toured and performed throughout the U.S. and to 20 different countries. Most recently, I have been performing with the Northern Symphony Orchestra. My wife and I live in Ramsey with our two boys named Grant and Luke. I look forward to meeting the band students and parents at Blaine High School.

MR. SHAWN KOLLES BIO & GREETING

I’m excited to be in my tenth year of teaching at Blaine High School. My background includes a Bachelor of Music in Music Education from the University of Minnesota and a Master’s Degree in Wind Band Conducting from Southern Oregon University. Outside of teaching music, I enjoy woodworking, playing in two rock bands, and participating in activities at our church. My wife, Jena, and I are proud parents of our two daughters, Jacinta and Amara.

WELCOME: STUDENTS & PARENTS

The new school year is launched and we are experiencing the joy of making music. Thank you for your support, and particularly for encouraging your son/daughter to continue their study of music. The investment of time, effort, and energy will produce lifelong dividends. Evidence continues to focus on the arts (music) as a vital component in the positive growth of every child. For years we have pointed to the music students as those who have demonstrated a special talent. However, based on extended studies we now know it is the very process of learning music that develops the artistic mind and brings forth the creative potential in all young people. For this reason, continued membership in our musical family is strongly encouraged. It is a privilege to have your son/daughter as a valued musician in our organization.

This handbook contains very important information for the coming school year including concert dates, grading policies, co-curricular opportunities, and much more. We believe that music has a very positive effect on the lives of students (and their parents) and we encourage you to become as deeply involved as you can in the program.

- We all need a place to express our emotions - Music allows us to do that.
- We all need to feel that we belong to a group or a place or a set of values – Music organizations help us to do that.
- We all need to learn to work together for a common goal and to trust each other – Musical ensembles help us to do that.
- We all need to have enjoyment in our lives - playing Music is fun.

The Blaine High School Band Program offers a performance based, comprehensive musical experience for students in grades 9–12. The BHS Band Program offers a wide variety of musical experiences to players of all levels of ability. Co-curricular activities are considered an extension and an enrichment of this classroom experience. The Blaine High School Band Program seeks to provide opportunities for each student to:

- participate in large ensemble (band) performance experiences
- foster and develop a life-long appreciation and understanding of music as a means of expression and communication
- create, analyze, perform, and listen using a wide variety of musical styles and performance mediums
- develop their individual musical potential
- develop a positive self-image and a genuine love of music through performance and classroom experiences.

The Blaine High School Band Program offers many opportunities for students to explore musical performance and to gain a greater understanding of music as an art form. We require a great deal of effort and energy in the process. We have learned that excellence is its own reward and we do everything we can to create excellence in the classroom, in the concert hall, on the field, and in the lives of our students. Please take some time to read this Handbook and mark the performance dates on your calendars. We know you will be proud of the great work these students do.

BAND COURSE SYLLABUS

Required Class Materials:

- Instrument (in proper working condition) with case.
- Quality mouthpiece, reeds, valve oil and specific accessories necessary for successful performance.
- Percussionists must provide: 1) SD sticks, 2) timpani/suspended cymbal mallets, 3) xylophone and marimba/vibes mallets, 4) A percussion stick bag is also required.
- All necessary music and band folder (provided).
- Pencil and notebook.
- A metronome/tuner is strongly recommended.

Units of Study:

- | | | |
|---------------------------|-------------------------|---------------|
| •Warm-up Exercises | •Intonation | •Balance |
| •Concert Band Literature | •Notation/Terms/Symbols | •Rhythm |
| •Tone Quality | •Dynamics | •Blend |
| •Solo/Ensemble Literature | •Articulation | •Scales |
| •Assessment Etudes | •Music Advocacy | •Composers |
| •Music Theory | •Music History | •Phrasing |
| •Music Listening Samples | •MSHSL Contests | •Sightreading |

Classroom/Performance Assignments and Expectations:

- Students will maintain instruments in good playing condition.
- Students will perform with appropriate posture.
- Students will develop concentrated listening skills to monitor and adjust all factors affecting music performance.
- Students will complete various classroom playing and written assessments.
- Students will attend and stay for the entire scheduled performance events.
- Other as assigned/presented by directors.

Course Grading and Evaluation:

We will be using the **E = Excellent, S = Satisfactory, N = Needs Improvement** grading system. The percentages/points will be re-interpreted into A, B, C, etc. at mid-term and at the end of each term. Students who are interested in maintaining an **“A” must be “excellent”** in every aspect of the curriculum. **Each director will explain the specific details concerning their grading system.**

Depending on the dominant activity of each term (term project, concert, solo & ensemble contest, large group contest, etc.), the weight of each component part may vary. Each component of the student’s grade is considered important and worthy of the student’s best efforts. The following things are taken into consideration when determining a grade for students:

- **DAILY PARTICIPATION (Daily Assessment)**

Students are expected to practice all the music in their folder and to participate in all activities in the classroom. Behavior and attitude are also considered here. Students receive a grade for their participation/effort in band at mid-term and at the end of each academic term. **Negative participation is defined by the following: talking, disruptive behavior, off-task, tardy, bad posture, chewing gum, eating &/or drinking beverages, no instrument or music, being sent out of class, no pencil.**

- **WRITTEN WORK &/or TERM PROJECTS (Comprehensive Musicianship Assessment)**

This portion of the grade (based on the National Standards for Arts Education) includes all materials presented in class in the areas of music theory, music history, critical listening, ear training and other areas of musical enrichment. Test’s covering this material will be given as needed. Students are expected to take notes and participate in discussions of this material and special projects such as: compositions, listening projects, conducting, ensemble playing, interviews, etc. These projects often involve **written components**. The intent is to help students learn ABOUT music and to develop non- performance knowledge. Many of these projects promote student interaction and require group skills.

- **PLAYING TESTS and CONCERT ATTENDANCE POLICY (Performance Assessment)**

PLAYING TESTS should reflect considerable practice and careful attention to musical detail. Failure to prepare properly usually reflects a lack of attention to personal musical study habits. Usually, this is also a reflection of the musical contribution in the classroom. Because there is a considerable difference in playing skills from freshman year to senior year these tests will vary according to the band the student is in. Playing tests are the best way for the director’s to determine each students’ skill level, and it also provides some of the few opportunities for one-on-one interaction. These testing moments are very important aspects of the student’s grade, so it is important for them to play well. Students will receive an instant critique on their skill level and areas of needed improvement. If the student is not

satisfied with their grade, they may **re-test** until they are satisfied. That is why there is no excuse to be less than excellent!

CONCERT ATTENDANCE is required of all students. Performance ensembles such as bands cannot function properly unless all members are present. All dates that are known by the first day of school are published in this Handbook. Please make sure these dates are posted where they will be seen. Concerts are an extension of the classroom. In essence, they are the final test for students. One of our major goals is to prepare meaningful music and to share this music with a live audience. Please help your students understand the importance of being a respectful audience.

Students are expected to attend all concerts and to stay for the ENTIRE concert to support their peers who have been supporting them. Leaving early because of homework or a social event or anything else that is not an emergency is not appropriate. Concerts happen approximately four times a year.

PLEASE PLAN AHEAD!

There are three basic types of absences we have encountered. The following guidelines should help you to understand our expectations and the student's responsibilities. In all cases, the directors have the final say in determining how an absence is labeled and how the grading procedure is handled. If you are aware of a conflict, please let us know in advance.

School Conflicts: If a student is involved in another BHS activity on the same night as a concert, we allow the student to choose between the two events. Students need to inform us in writing BEFORE the absence occurs. It should be understood that PERFORMANCES take priority over PRACTICES. For example, a band concert has priority over a BHS football or play practice. A BHS Football game has priority over a band practice. A regional music contest has priority over a regular season athletic event. A tournament athletic contest has priority over a normal concert. These absences are excused - no make-up work required.

Excused Absence: Family situations, illness, and other emergencies are dealt with on an individual basis. It is important to inform the directors of such conflicts as soon as possible. Please work around the concert schedule for events such as parties, family outings, etc. We have only three or four concerts in an entire year so it is very important to have all members in attendance. If an absence is ruled excused, appropriate make-up work will be assigned. Once that is turned in, the requirements for that part of the grade will be met.

Unexcused Absence: Sometimes students do not come to a performance and have not talked to us in advance. When we ask where they were, their response is often vague. Because we give out all the concert dates in September, a "job" is not an acceptable excuse for missing a concert. This is an unexcused absence and is counted as a "0" toward the term grade. No make-up work is possible.

PEPBAND PARTICIPATION is required of ALL members of the BHS band program. Students will be required to **perform at 5 winter season events as part of the Term 2 & 3 Band course requirements.** Rehearsals will occur during the normal band period class and the grade will be recorded as a **performance grade during the Term 3** grading period. This year's schedule includes 8 events between December and March. In addition to fulfilling course requirements, students will earn 3 points towards a band letter award. Students wishing to earn **5 points should plan to attend ALL events.** Post-season tournament games are required of all band students, beginning with region finals (home or away). The post-season schedule will be announced as soon as it is known. Bus transportation will be provided for all "away" tournament events. **One-half (.5) point per game will be awarded for additional tournament events.** Students attending **ALL 8 regular season events and ALL tournaments will be awarded 2 bonus letter points.** Rehearsals will occur during the normal band period, rather than after school. Students who have attendance difficulties, due to other school sports participation, will be required to participate in a minimum of 4 events during the "regular" pepband season.

Concert Dress

All students will be asked to dress in **black and white:** black pants and white shirt with a tie for the men; black pants, skirt or dress and white blouse for the ladies. Please do not rush out and buy something you don't already own. Just get as close to this scheme as you can. We think this makes a major difference on stage. The **Concert Band members will be expected to purchase their own tuxedo or dress.** Students will be fitted for these items in September. If this is a financial hardship, please contact Mr. Olson so other options can be explored. The men will also need to purchase a shirt to go with their tuxedo.

Concert Admission Policy

Part of our operating budget for the year is generated by admission charges to concerts. This covers some printing costs as well as the purchase of new music. The standard rate is **\$3 for adults and \$2 for students and senior citizens.** All ticket money is sent to the district.

Team Teaching

With two directors sharing responsibility for our bands, we are able to offer students a comprehensive musical education with an increased amount of individual student contact time. During the Freshman Band and Concert Band rehearsals, Mr. Olson will be the "lead" teacher, and Mr. Kolles will be the "support" teacher. During Repertoire Band rehearsals, Mr. Kolles will be the "lead" teacher, and Mr. Olson will be the "support" teacher. Lead Teacher implies that director will select music, conduct rehearsals, and determine seating and grading for that band. Support Teacher responsibilities will include helping in ways that allow the "lead" teacher to stay focused on the larger group. This would include: instrument repairs, sectionals, playing assessments, etc. In a band program that serves 200 students it is difficult for one teacher to meet the needs of all the students in the room. With team teaching we are able to increase our chances of serving our students and their needs as musicians.

EXPECTATIONS

In order to meet the stated objectives, the Blaine High School Band Program employs a "comprehensive" approach. This includes large group performance opportunities, solo and ensemble experiences, music theory, music history, music appreciation, conducting, and varied listening experiences. As students progress through the program, they are asked to accomplish more complex tasks. The music becomes more demanding and more time is required outside of class to meet performance expectations and to complete assignments. At each new level, expectations increase. It is our hope that musical fulfillment also increases. We never want to forget that we were drawn to music in the first place because it was fun! We hope to keep it that way!

STUDENT RESPONSIBILITIES:

- **PREPARE** for class (practice regularly)
- **RESPECT** classmates, teachers, and equipment
- **CARE** about the quality of your individual participation
- **CONSIDER** what is best for the group, rather than self
- **EXPECT** Excellence
- **REPRESENT** this school and its music department with the most mature performance possible in school concerts, tours, and other events.

RULES:

- 1. No gum chewing or food is allowed in the music department.*
- 2. Be ready to play when the conductor is standing on the podium.*
- 3. Show respect to your peers, equipment, and teacher at all times.*
- 4. Don't do anything that prevents someone else from learning.*
- 5. Raise your hand when you want to contribute something to the class.*
- 6. Be cooperative and show a willingness to learn.*

DIRECTOR RESPONSIBILITIES:

- **DEVOTE** our full energy in helping you become a better musician (in general) and better ensemble musicians (specifically)
- **ENCOURAGE & INSPIRE** you to achieve your optimum level of performance at all times
- **DIAGNOSE** your problems individually and as an ensemble, and to show you how to solve them
- **EXPOSE** you (through analysis, study, rehearsal, sight-reading and performance) to the finest band literature possible. To help you grow as well-rounded musicians through teaching an understanding of performance practices, historical perspectives, theoretical analysis and interpretation.

STUDENT NEEDS

Band students at Blaine High School should have access to the following things at HOME:

- A MUSIC STAND
- A METRONOME/TUNER (Required for Concert Band Students)
- A QUIET PLACE TO PRACTICE
- CDs, tapes, or live performances of quality music performed by professionals on the instrument they play. Students need to know what their instrument IS CAPABLE OF sounding like before we expect them to work toward the creation of that sound.

Specific needs for each instrument:

Flute Cleaning rod and cloth; polishing rag; pads in decent shape; adjusted head joint.
Clarinet 6 good reeds that can be rotated; a reed holder; a mouthpiece cover; a swab.

Bass Clarinet	6 good reeds that can be rotated; a reed holder; a mouthpiece cover; a swab.
Oboe	4 good reeds that can be rotated; a silk swab; good private instruction.
Saxophones	6 good reeds that can be rotated; a reed holder; a mouthpiece cover; a swab.
Bassoon	3 good reeds that can be rotated; a silk swab; good private instruction
Horn	A mouthpiece if they rent a horn; a horn mute; good private instruction.
Trumpet	Straight mute and a cup mute; valve oil.
Trombone	Straight mute; slide lubricant; water spray-bottle.
Euphonium	A mouthpiece; a school instrument at home.
Tuba	A mouthpiece; a school instrument at home.
Percussion	A stick bag containing at least the following: timp sticks, snare sticks, and a green pair of rubber mallets for mallet instruments (this is considered your instrument/equipment you must bring to class every day!!)

Great ideas for gifts, etc.

- 4 ticket deal at Orchestra Hall (\$25)
- CDs in the Christmas stocking
- Tickets to a live performance for birthday
- Make use of Happenings coupons for St. Paul Chamber Orchestra, etc.
- Hire a student chamber ensemble to play at party or social function
- Buy a quality instrument for your child. It is a good investment financially - it will maintain value well. And it will pay big dividends daily in the musical life of your child.

Private Lessons

Private instruction on all instruments is available from qualified teachers at a reasonable rate in the metropolitan area. We are unable to offer private instruction at Blaine High School during the day due to time, space, and legal concerns. Experience has shown that students who study on a weekly basis with a private instructor advance at a much faster rate than those who do not study privately. **Private instruction is highly recommended for all Blaine High School students.** If a suitable professional teacher cannot be found, one inexpensive option for younger students is to seek out seniors or juniors in the BHS band program and take lessons from them. This is valuable both for the “teacher” and the student. Every student can benefit from private instruction and have a much better chance of developing musical skills and becoming leaders in our program. If this presents a financial hardship for anyone, please contact Mr. Olson or Mr. Kolles and we will work to help you find affordable private instruction.

PARTNERSHIP FOR CHOICE IN EDUCATION (PCE):

Many families make sacrifices for the sake of music education and lessons. The MN State Legislature acknowledges this commitment by including music lessons with qualified instructors, purchase or rental of instruments, summer programs and camps, in the list of eligible services for which families may claim a **State Education Tax Credit &/or Deduction (ETC/D)**. However, many families are unaware of this benefit: only 1 out of every 4 low-income families eligible for ETC files for it. The very families who could benefit most from this financial boost are the least likely to know that they may claim it whether or not they itemize on their State tax return. PCE is a 501© (3) non-profit working to empower parents to meet their children’s educational needs. For PCE information you may call (651)293-9196, or go online at: pcemail@pcemn.org or www.pcemn.org. For additional state information contact: MN Dept. of Revenue (651)296-3781 www.taxes.state.mn.us &/or MN Dept. of Children, Families & Learning www.cfl.state.mn.us.

Recommended Private Instructors:

Son-Sheim Music	All Instruments	784-2920	
Harris, Sara	Flute	433-2265	
Tender, Judy	Flute	427-5824	
Himes, Sarah	Flute	(612)824-1272(H)	(612)269-6087 (cell)
Madura, Julie	Oboe	(612)636-2471	
Klemp, Merilee	Oboe	(612)331-3168	
Sharif, Leila	Oboe	(612)385-1728	
Boyle, Sarah	Oboe	(651)295-0107	
Tulchinsky, Ivy	Bassoon	(612)396-4220	violetnote2@hotmail.com
Ratee, Mary	Bassoon/Oboe	574-0291	(566-4560 Schmitt’s)
Vogel, Scott	Bassoon	389-2295	
Schierenbeck, Paul	Clarinet	862-6867(H)	
Goldman, Rich	Clarinet & Sax	323-0901	
Cain, Peter	Clarinet	(704)942-8406(cell)	
Assimacopolus, Chris	Saxophone	862-0840	
Boulka, Steve	Saxophone & WW	(612)521-1629	
Noraker, Dan	French Horn & Trumpet	754-2254	

Thomas, Dave	Trumpet & All Brass	(651)270-8776	www.jazzbydavid.com
Olson, Bruce	Trumpet	506-6570(BHS)	422-1549(H)
Harloff, Ben	Trumpet	612-716-2621	benharloff@mac.com
Raaen, Rich	Trombone	767-4857	
Sorenson, Dean	Trombone	323-1881	
Peterson, Dave	Tuba/Euphonium	427-2790	
Kac, Stefan	Trom/Euph/Tuba	(612)310-0074	
Hanson, Marcus	Tuba	(612)501-5548	469 Dayton Ave. St. Paul, MN 55102
Kolles, Shawn	Percussion	506-6677(BHS)	792-4527(H)
Fuhrman, Kevin	Percussion	427-5604	
Madson, Mark	Piano	506-8113	Zion Luth. Church

Band Placement

Members of the Blaine High School Band Program are assessed all year long on their musical skills. Students are placed in one of the three concert bands on the basis of this year-long evaluation, as well as the results of their third term audition for the following year. Students cannot be a member of Concert Band without doing an audition.

Ninth grade students are placed in the BHS band program on the basis of the recommendation of their middle school band director. However, most ninth grade students should expect to be placed in the Freshman Band. This will allow Mr. Olson and Mr. Kolles to get to know you and to evaluate your musical skill level. The need for carefully balanced instrumentation is another consideration in this process. A list will be posted in May indicating the band placements of all students.

Freshman Band

This group is open only to freshmen. Emphasis is placed on developing basic skills and exposing students to as many musical styles as possible.

Expectations and Requirements

- Active participation in the classroom
- 9th grade level Playing Skills Tests
- Completion of two Method Books
- Participation in all concerts
- Music theory, ear training, improvisation, terms, etc.
- Basic Music Listening assignments in class
- Basic knowledge of musical terms
- Performance of Class III music (some Class II pieces)

Repertoire Band

This group is open to any member of the band program by audition. It is comprised mostly of Juniors and Sophomores, a few Seniors, and fewer Freshmen.

Expectations and Requirements

- Active participation in the classroom
- Playing Skills Tests
- Basic knowledge of scales
- Participation in all concerts
- Large Group Contest participation
- Performance of Class II music (some Class I pieces)
- Music theory, ear training, improvisation, terms, etc.
- Music Listening assignments
- Medium Advanced composition knowledge and techniques
- Chamber music exploration

Concert Band

The Concert Band is a highly selective group with very exact instrumentation needs. Performance expectations are very high. Demands on student time are far greater than any other band. Concert Band students receive honors credit.

Expectations and Requirements

- Active participation in the classroom
- Upper level Playing Skills Tests
- Mastery of all 12 major and minor scales
- Performance in all concerts
- Participation in the Northwest Suburban Conference Music Festival

- Large Group Contest participation
- Performance of Class I Literature
- Solo and Ensemble Contest participation
- Music theory, ear training, improvisation, terms, etc.
- Advanced musicality — ability to communicate emotion
- Advanced conducting knowledge and techniques
- Advanced composition knowledge and techniques
- Knowledge of transposition for each instrument — ability to create band score
- Chamber music — students play chamber music in public, write about the experience
- **Live Music Listening** — Students will attend one live concert each term and write an evaluation

Co-Curricular Activities

Classroom activities are considered to be the central core of the band program at Blaine High School. However, we strongly believe that participation in co-curricular activities is an equally important aspect of the band program. Below is a listing of some of the various offerings available to students and a brief description of each activity.

MARCHING BAND August-November (Mr. Kolles)

The Marching Band is open to any student who is enrolled in the band program. The Marching Band performs for all home football games, field competitions, and other community events. The Marching Band represent Blaine High School and its communities throughout the fall in both competitive and entertainment settings.

WINTER COLOR GUARD November-April (Mr. Kolles)

The Winter Color Guard is a winter and spring activity that is open to any individual with an interest in improving their performance technique involving music, dance, and visual arts. No one is an individual "star" in the sport. Members learn the importance of working as a team, while also developing individual skills. Being in band, choir, or orchestra is strongly recommended but not required. This activity is an extension of the Fall Marching Band program and will be performing in "exhibition" at various colorguard competitions.

WINTER DRUMLINE November-April (Mr. Kolles)

The Winter Drumline is a winter and spring activity that is open to any band member with an interest in improving their skills. This activity is an extension of the Fall Marching Band program and will be performing in competitions.

SOLO & ENSEMBLE CONTEST April (Mr. Kolles and Mr. Olson)

Anyone in the band program may participate in the solo and small ensemble program. It offers students a chance to develop their musical skills by preparing solos or being part of a small ensemble. Numerous performance possibilities are encouraged during the school year culminating with the State Solo & Ensemble. More information about Solo & Ensemble will be relayed to all students through their respective bands. We believe that chamber music is a very important part of a musician's development.

CHAMBER MUSIC TBD (Mr. Olson and Mr. Kolles)

Students in all bands are encouraged to participate in chamber music as much as possible. Music that is one on a part allows students to become more secure and confident. Students who play chamber music regularly tend to develop into the leaders of the bands in which they perform. Chamber groups will be formed in as many bands as possible.

JAZZ BAND November-March (Mr. Olson and Mr. Kolles)

The Jazz Program is open to any student in the band program. In some cases, the Jazz Program is viewed as an excellent vehicle to learn a second instrument. The purpose of the Jazz Program is to provide a performance opportunity in America's only original art form — JAZZ! Students will also be exposed to improvisation, jazz styles, and a wide variety of jazz literature from the classics of the 30s and 40s to jazz fusion.

PEPBAND December-March (Mr. Olson and Mr. Kolles)

Members of the BHS band program are required to **perform at 5 winter season events as part of the Term 2 & 3 Band course requirements.** Rehearsals will occur during the normal band period class and the grade will be recorded as a **performance grade during the Term 3** grading period. This year's schedule includes 8 events between December and March. In addition to fulfilling course requirements, students will earn 3 points towards a band letter award. Students wishing to earn **5 points should plan to attend ALL events.** Post-season tournament games are required of all band students, beginning with region finals (home or away). The post-season schedule will be announced as soon as it is known. Bus transportation will be provided for all hockey and "away" tournament events. **One-half (.5) point per game will be awarded for additional tournament events.** Students attending **ALL 8 regular season events and ALL tournaments will be awarded 2 bonus letter points.** Rehearsals will occur

during the normal band period, rather than after school. Students who have attendance difficulties, due to other school sports participation, will be required to participate in a minimum of 4 events during the “regular” pepband season.

HIGH SCHOOL HONOR BANDS/ALL-STATE BAND & ORCH. TBA (Mr. Olson)

Several College/University Honor Band opportunities are available to 11th & 12th grade students from the Concert Band. Opportunities will be announced during the beginning of the year. These are good opportunities to investigate various colleges as well as have a great musical experience!

There are four All-State groups in which instrumental students may participate: a Symphonic Orchestra, a Symphonic Band, a Concert Band, and a Jazz Band. The auditions are performed live for a judge (similar to solo/ensemble contest) in the middle of March. These groups involve the best high school musicians from all across the state of MN. Those who are selected spend a week at All-State Camp in the summer learning wonderful music under a nationally known conductor. The culminating event for the All-State groups is a concert in February at the MMEA Convention.

9th and 10th GRADE MBDA HONOR BAND April (Mr. Olson)

Auditions are open to any 9th or 10th grade student. Students prepare selected music and create a tape that is sent in to the MMEA office for evaluation. Students who are selected perform for the MMEA Clinic. One day of rehearsal before-hand is required and students are excused from school for this. This is a recent development in the state of Minnesota and we're very excited for the opportunity to involve our 9th and 10th students in this event.

NWSC ALL-CONFERENCE BAND & ORCHESTRA Jan.-Feb. (Mr. Olson)

Students are placed into these groups from the Concert Band by the conductor at an annual meeting in the fall of the year. Students are selected on the basis of their skill level, the effort they have expended in the band program at Blaine, the need for their instrument in the group, and the luck of the draft process. The culminating concert for this event is held in a different location every year depending on which school is hosting the TCSC Music Festival. This will be the last year that the festival will exist in its present format. The Twin Cities Suburban Conference has been restructured and no decision has yet been made as to the future of this event.

MUSICAL PIT ORCHESTRA April-May (Mr. Schaeffle)

Musicals are available two or three times throughout the year. Two of the three major productions require a pit orchestra and band students audition for these spots. Students are also welcome to try out as actors, singers, stage hands, and light or sound people.

Lettering Philosophy & Policy

The Blaine High School Band program is structured around and operated on the premise that all of our activities *grow out of* the classroom band experience. Students receive a grade for classroom participation so we reward activity outside of the classroom bands with lettering points. We encourage students to get involved in all aspects of the band program. To receive the maximum points listed, students are expected to participate in **ALL** performances and at least **80%** of all rehearsals. Failure to accomplish this will result in a reduction of points given.

Letter recognition will take place at the Spring Concert.

The lettering system's main purpose is to:

- Reward students for involvement in all aspects of the program.
- Encourage students to be involved in more than one area of band activity.
- Make earning a letter in band much more meaningful.

Ways to Earn Points Toward a Band Letter

Private Lessons on band instrument	1 point per term
All - State Band / Orch.	5 points
All - State Audition	1 point
All - Conference	3 points
Honor Bands	1 point per event (2 points max. per yr.)
Pep Band	5 points (4 th season double points.) + 1/2 point per tournament
Jazz 1 membership	5 points
Jazz 2 membership	4 points
Solo & Ensembles	3 points, 1 extra pt. Per event (5 pts. Max per yr.)
Piano Accompanist for S&E	1 point per event (3 points max per yr.)

Orchestra Winds participation	1-5 point per concert (5 points max per yr.)
Fall Marching Band	5 points (4 th season double points) + 1/2 pt. per tournament for soccer, volleyball & football
Summer Marching Band	2 points (4 th season double points)
Leadership Team (Marching Band)	1 point
Drum Major	1 point
Theater pit on instrument	3 points
Madrigal Dinner Brass Fanfares	1 point (instrumental players only)
Brass Choir	1-3 points (to be determined by directors)
Jazz Combos	2 points (to be determined by directors)
Winter Drumline & Color Guard	1-5 point (to be determined by directors)
Band office workers	1 point per term (2 points max per yr.)
High School Mentor program	1-2 points (to be determined by directors)
Middle School Mentor program	1 point

All band students may earn points each year of their involvement in the high school band program. All point totals will be subject to the Band Directors' approval. All earned points will accumulate from year to year. Mr. Olson is the director who will keep track of all student lettering status.

Levels of Awards

- 15 points for first letter award**
- 30 points for second level award**
- 45 points for third level award**
- 60 points for fourth level award**
- 75 points for fifth level award**
- 90 points for sixth level — Outstanding Musician!**

IMPORTANCE OF PARENTAL SUPPORT

Schedules and classes are now in place and we are focused on a solid curriculum certain to make a difference in the life of every student in our music program. We would like to share some ways that you can help support our program.

Encouraging Parent. Competence is the result of dedicated "time on task". Music learning, music performance, and music appreciation are the outcomes of study, practice, and guided listening. With limited rehearsal time, it is imperative that students invest extra time in nurturing their talents and improving their skills. Please encourage a positive practice schedule. Remember that practice time must be framed as a benefit and not as a disciplinary penalty.

Loyal, Appreciative Audience. The best audience is always parents. You are faced with a full agenda in your personal and professional life, and you are challenged to adjust your schedule to accommodate every school function. However, your presence at our performances will mean more to child than words can describe. Music is a family affair. Don't miss this opportunity to celebrate your child's talent.

Booster Member. There are many ways to aid and participate in our parent support organization. Please join with other parents who realize the far-reaching potential of the arts and take advantage of the synergy created by sharing a common educational philosophy. This organization ensures the future of quality music education at BHS. The music program at BHS continues to flourish because of a substantive curriculum, a well-informed and supportive administration, and exemplary parental support. You make a difference!!

BAND BOOSTERS

WHO ARE THE BAND BOOSTERS? The Blaine Band Boosters is an outside non-profit organization made up of parents or guardians of band students and other interested supporters of the Blaine Bands. If you're a parent of a band student, you're automatically a Band Booster! **STAY IN THE LOOP.** Sign up to be on our email list and we'll keep you informed of meetings, schedule updates and other vital information. Send an email to: BlaineBandBoosters@comcast.net

CHECK OUT OUR WEBPAGE: <http://www.marchingbengals.org>

WHAT DO THE BAND BOOSTERS DO? The Boosters' mission is to promote, aid and financially assist the Blaine High School band program, its students, staff and parents by fostering responsibility, pride and excellence in musicianship in the students, by supporting the band directors' vision, assisting the bands in their activities and shows, and promoting the bands' involvement in our community.

HOW DO I JOIN? As a parent of a Blaine band student, you're automatically a member of the Blaine Band Boosters Regular **Band Booster meetings take place on the 2nd Tuesday of each month---ALL YEAR LONG!**

The success of the band program at Blaine High School is due in no small part to the success of our Band Booster Club. Behind every successful student organization stands a parent support group willing to serve the students and directors of that

organization. You can make a difference simply by your presence. At a time when your child is making critical decisions about ethics, behavior, integrity and the future, it is important for you to be involved. The Booster Club is an excellent way to stay involved.

I am asked by parents, "What can I do to help?" Each parent has something to give. Expertise is needed in every possible area from making phone calls, sewing and word processing to accounting, legal and medical services. Our collective group of parents provides the tools of every trade. Many parents think that the sole purpose of the Booster Club is fundraising. While that is part of what they do, the main purpose is to create a partnership that connects students, parents and director. The goals of this organization are as follows:

- To promote parental understanding of student activities and opportunities as well as the purpose and objectives of the program.
- To provide greater communication between parents, students and the band directors.
- To promote music in the community through attendance of concert performances and public support of band activities.
- To assist in raising funds necessary for realizing the objectives of the BHS band program.

Fundraisers & Student Activity Accounts

- All band students are invited to participate in the fundraisers, but no one is required to take part.
- Money earned in a band fundraiser can be used for band purposes only. If a student quits or graduates, any remaining balance in his/her individual band account stays with the band for the benefit of the program as a whole.
- Profits often go to the student's individual band account. Sometimes all or part of the profits go to the band program as a whole; if that is the case, it will be announced at the beginning of the sale.
- Typically we do three fundraisers per year, which will be offered according to the needs and interests of the band.
- Students can spend the money in their student activity account on expenses related to band, for example:
 - Travel by the BHS Bands
 - Instrument supplies and accessories (reeds, mouthpieces, metronomes, etc.)
 - Instrument repairs
 - Instrumental rental fees for those who use a school instrument
 - Band concert attire (Concert Band tuxes/dresses)
 - Other band-related expenses approved by the director and the principal

An on-going fundraiser which benefits your family personally and puts funds into your son/daughter's account is the: **ANOKA HENNEPIN EDUCATION FOUNDATION**

Contact AHEF with any questions at 506-1107

This is an easy way to involve extended family and friends in raising money for your student. Here's how it works:

- 1) Purchase certificates directly from AHEF by mail or pick them up yourself in person.
- 2) Use certificates same as cash. Certificates may be purchased at BHS &/or at the district office on Hanson Blvd.
- 3) A portion of your gift certificate goes directly to your student's individual account. This is done quarterly.

Consider this...

*Purchase amount of monthly budget items such as groceries and gas from AHEA:

- Cub Foods
- Rainbow Foods
- Jubilee
- Holiday
- Station Stores
- Super America
- Country Market

*Favorite restaurants:

- Acapulco
- Applebee's
- Bennigan's
- Cattle Co.
- Green Mill
- Olive Garden
- Red Lobster
- TGI Friday's
- The Vineyard
- Outback Steakhouse

*Don't forget your large ticket items for your home:

- Sears
- Menards
- Home Depot

*Great, great gift ideas from:

- Kohl's
- Old Navy
- Gap
- Barnes & Noble
- Limited
- Marshall's
- TJ Maxx
- Bath & Body Works

SCHOOL-OWNED INSTRUMENT RENTAL POLICY

It is our intent to provide every student with a quality instrument to play in school. Further, we try to send home our very best instruments with students for private practice. These instruments are then brought in for concerts. In most cases with most instruments we are able to cover the need. The reality is that upper class students are taken care of first. Sometimes a tuba player has to take home a sousaphone to practice on or a euphonium player simply can't take anything home because all the instruments are in use at school or checked out to another individual. In these cases, students can make arrangements to take home the

instrument they play in school over the weekend, etc. Some instruments are simply too expensive to purchase enough of them. But, for the most part, student needs are met. In order to maintain these school instruments, the school district asks us to issue rental contracts to all students using school instruments. The fees are as follows:

- Students who use a school owned instrument **exclusively** are assessed a fee of **\$50** per year.
- Students who use a school owned instrument for **classroom** use only are assessed a preventative maintenance fee of **\$25** per year.
- Students who are percussion players are assessed a preventative maintenance fee of **\$25** per year.

All the money generated by these rental contracts is used for the repair of the instruments. This does not even come close to covering the cost of maintenance on these instruments. However, it does help to defray the costs involved. **This fee is assessed at the beginning of the year as instruments are being distributed to students.**

RECOMMENDED BAND INSTRUMENT SUPPLIES & ACCESSORIES

ALL STUDENTS

- Music Stand
- Metronome &/or Tuner

FLUTE

- Instrument Care/Clean Kit
- Polish cloth (Nickel/Silver type)
- Floor stand (base & peg)

OBOE

- Jones or Emerald brand Reed (medium only)
- NO PLASTIC REEDS! WOOD REEDS ONLY
- Cleaning Swab (pull through type)
- Cork grease (tube type)

BASSOON

- Selmer or Emerald brand Reed, get 3 at a time (medium only)
- NO PLASTIC REEDS! WOOD REEDS ONLY
- Cork grease for bocal (tube type)

CLARINET

- Instrument Care/Clean Kit
- Floor stand (base & peg)
- Cork grease (tube type)
- Vandoren Reeds, 3+ at a time (strengths=3+)
- VITO Reed Guard (holds 4 reeds)
- Cleaning Swab (linen/silk pull through type)
- Ligature: ROVNER DARK (original)
- Mouthpiece: Vandoren 2RV Lyre

BASS CLARINET

- Vandoren Reeds, 3+ at a time (strengths=2.5+)
- Cork grease (tube type)
- VITO Reed Guard (holds 4 reeds)
- Polish cloth (Nickel/Silver type)

ALTO/TENOR/BARI SAX

- Instrument Care/Clean Kit
- Cork grease (tube type)
- Vandoren Reeds, 3+ at a time (strengths=3+)
- Should buy reeds by the box
- VITO Reed Guard (holds 4 reeds)
- Mouthpiece: Selmer S80 – C Star
- Mouthpiece cap guard
- Neck Strap: Selmer Hyman
- Padded Strap ok if desired (all black)

TRUMPET

- Instrument Care/Clean Kit
- Valve Oil: Al Cass “Fast” preferred
- Stand: Konig & Meyer 3 leg
- Yamaha Mouthpiece Brush
- Polish Cloth: Ask whether Lacquer or Silver
- Tuning Slide Grease: Selmer No. 2942
- Mouthpiece: Bach 3C
- Straight Mute: Thomas Crown (aluminum)
- Cup Mute: Stone-lined (red & white)

FRENCH HORN

- Instrument Care/Clean Kit
- Valve Oil: Holten Rotary Oil
- Yamaha Mouthpiece Brush
- Polish Cloth: Ask whether Lacquer or Silver
- Tuning Slide Grease: Selmer No. 2942
- Mouthpiece: Holton Farkas MDC or Conn (UMI) 7BW

TROMBONE

- Instrument Care/Clean Kit
- Trigger Valve Oil: Al Cass “Fast” preferred
- Stand: Hamilton Trombone Stand
- Yamaha Mouthpiece Brush
- Polish Cloth: Ask whether Lacquer or Silver

- Tuning Slide Grease: Selmer No. 2942
- Main Slide: Conn FORMULA 3 slide kit
- Mouthpiece: Bach 6.5 AL or Yamaha 48
(ask about Large Shank, the step up horns use a larger shank mouthpiece)

EUPHONIUM/BARITONE

- Instrument Care/Clean Kit
- Valve Oil: Al Cass “Fast” preferred
- Yamaha Mouthpiece Brush
- Polish Cloth: Ask whether Lacquer or Silver
- Tuning Slide Grease: Selmer No. 2942
- Mouthpiece: Bach 6.5 AL
(ask about Large Shank, the step up horns use a larger shank mouthpiece)

TUBA

- Valve Oil: Ask if piston or rotary valves
Piston: Al Cass “FAST” preferred
Rotary: Jo-Ral Rotary
- Yamaha Mouthpiece Brush
- Polish Cloth: Ask whether Lacquer or Silver
- Tuning Slide Grease: Selmer No. 2942
- Mouthpiece: Conn (UMI) Heleberg

PERCUSSION

- Stick Bag: Zildjian or Vic Firth canvas zipper bag
- Snare Sticks: Vic Firth Boleros (concert)
- Xylophone Mallets: Vic Firth M-130
- Marimba Mallets: Innovative Percussion IP802
- Timpani Mallets: Innovative CT-3
- Pitch Pipe: “The Master Key” (red box)